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The Ultimate Advantage is an Educated Mind

School of Security and Global Studies
MILS635

Air Power in Joint Warfare
3 Credit Hours

8 Weeks

Graduate students are encouraged to take required or core courses prior to enrolling in the seminars, concentration courses or electives.

Instructor:

Email:

Office Hours:

Description (Catalog): MILS635 – Air Power in Joint Warfare

This course is a study of the air component of joint warfare in the modern age. Students will address the air component's strengths and weaknesses in working in interagency and inter-service environments as seen through analysis of several modern military operations.

Course Scope: As part of the requirement, this course introduces the student to critical elements of the discipline. Students will participate in weekly Discussion Forums that correlate to weekly readings. Students will write an analytical research paper and two Short Essays.

In joint operations, the forces provided by two or more Services are integrated to maximize their combined military effectiveness. Using military capabilities jointly is fundamental to modern warfare. Air Power in Joint Warfare is an analysis of the relationship between air power operations and joint warfare. It will consist of a preliminary study of the history of air power in joint operations from World War I (WWI) to the beginning of the 21st Century. Unity of Command, Unity of Effort and Unity of Doctrine will be the pillars of study to understand the nature of air power in the joint operations.

After a short historical perspective in the development of early thought on employment of air power in land warfare and the attempts at integration of air power in joint operations in World War II and the war in Korea, the course will analyze the attempts at synchronized projection of joint air power in such operations as Rolling Thunder, Linebacker I/II, Desert Storm, Iraqi Freedom (OIF) and Enduring Freedom (OEF).

The course will apply this historical perspective to case studies for analysis of the difficulties and successes of command and control of air power in joint operations, doctrinal issues of air power in joint operations, the decision

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making apportionment of air assets to CAS, BAI, Air Mobility, Interdiction, A/S, Recon, BDA and strategic strikes and the move to effects based thought as the measurement of air power in joint air operations. Topics such as “psychological denial,” “effects based operations,” and “urban CAS” will be analyzed as well as current and evolving air power technologies (UCAVs, helicopters, cruise missiles, etc.), space platforms and the evolution of JFACC operational Command and Control (C2). Particular attention will be paid to efforts to overcome problems in C2 created by Service-specific air power doctrine and practices.

Course Objectives: Upon completion of the course, the student will be able to:

CO-1) Comprehend the major events in the evolution of joint air power in the 20th and 21st centuries;

CO-2) Analyze the relationships between technology, organization, and tactics, and their impact on joint air warfare;

CO-3) Analyze the relationship of firepower, mobility, and force protection to joint air tactics and organization;

CO-4) Comprehend the impact that social, cultural, economic, and political factors have on shaping the art and science of joint air warfare in the 20th and 21st centuries;

CO-5) Analyze the influence of Service-specific doctrine, tactics, and organization on joint air warfare;

CO-6) Construct an argument for or against the position that the changes in warfare as a result of joint air warfare constitute a Revolution in Military Affairs (RMA), which incorporates radical changes in technology, doctrine, methodology, and organization;

CO-7) Analyze the role played by civil and military authorities in shaping the current joint air warfare environment.

Course Delivery Method

This course, delivered via distance learning, will enable students to complete academic work in a flexible manner, completely online. Course materials and access to an online learning management system will be made available to each student. Online assignments are due by Sunday at 11:55 pm ET and include Forum questions (accomplished in groups in a Forum), examination, and research paper submitted for grading by the faculty. The assigned faculty will support the students throughout this eight week course.

Course Materials

REQUIRED TEXTS:

NOTES:

[1] Available as a .pdf file in RESOURCES – Course Folder #7 - Readings. Also available online at <http://www.dtic.mil>

[2] Available as a .pdf file in RESOURCES – Course Folder #7 - Readings. Also available online at <http://oai.dtic.mil>

[3] Available as a .pdf file in RESOURCES – Course Folder #7 - Readings and in APUS ezproxy.apus.edu
(NOTE: Not hyperlinked from this Syllabus)

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[4] RAND Corp. works available for free viewing at <http://dtic.mil>

[5] Available for purchase at <http://www.rand.org.pubs>

[6] Available as a .pdf file in RESOURCES – Course Folder #7 - Readings

Bradley, Thomas. *The Use of Air power in Joint Maritime Operations. Research Report No. AU-ARI-84-9.* Maxwell AFB, AL: Air University Press, 1985. [3]

Bullock, Joan G. *Joint Intelligence Support for Naval Air Employment in Support of Land Campaigns.* Maxwell AFB, AL: Air University Press, 1989. [3]

Chavez, Robert M. *Basic and Operational Doctrine for Airpower in Irregular Warfare.* Fort Leavenworth, KS: School of Advanced Military Studies, USACGSC, 2007. [1]

Cioppa, Armon A. *Seabasing: A Joint Projection Platform.* Carlisle Barracks, PA: U.S. Army War College, 2007. [6]

Congress of the United States, *Goldwater-Nichols Defense Reorganization Act of 1986.* Go to www.jcs.mil or www.au.af.mil/au/awc/awcgate/congress/title_10.htm

Davis, Richard C. *The 31 Initiatives: A Study in Air Force and Army Cooperation.* Washington, DC: Office of Air Force History, 1987. [1]

Emanuel, Taylor C. *Gunship Diplomacy: Carrier-Based Close Air Support for Joint Expeditionary Forces.* Monterey, CA: Naval Postgraduate School. 1994. [3]

Hamilton, Robert J. *Green and Blue in the Wild Blue: An Examination of the Evolution of Army and Air Force Airpower Thinking and Doctrine since the Vietnam War.* Maxwell AFB, AL: School of Advanced Airpower Studies, Air University, 1993. [1]

Johnson, Davis E. *Learning Large Lessons: The Evolving Roles of Ground Power and Air Power in the Post-Cold War Era: Executive Summary.* Santa Monica, CA: RAND Corporation, 2007. [4]

Johnson, Michael H. *Cleared to Engage: Improving Joint Close Air Support Effectiveness.* Maxwell AFB, AL: Air University Press, 2008. (In three files) [6]

Joint Chiefs of Staff, *Joint Publication 3-0 Joint Operations.* 11 August 2011. Students will also want to consult the various sub-components of JP 3, especially: *JP 3-09.3, Close Air Support, 08 July 2009; JP 3-14, Space Operations, 06 January 2009; JP 3-17 Air Mobility Operations, 02 October 2009; JP 3-33, Joint Task Force Headquarters, 16 February 2007; and, JP 3-52, Joint Airspace Control, 20 May 2010.* [1]

Joint Chiefs of Staff, *JP 3-30 Command and Control for Joint Air Operations, 12 January 2010.* [1]

Joint Chiefs of Staff, *JP-5-0 Joint Operation Planning,* 11 AUG 2011. [1]

Joint Chiefs of Staff, *JP-6-0 Joint Communications System,* 10 JUNE 2010. [1]

Kent, Glenn A. and David A. Ochmanek. *Defining the Role of Air Power in Joint Missions.* Santa Monica, CA: RAND Corporation, 1998. [6]

Lambeth, Benjamin S. *Combat Pair: The Evolution of Air Force-Navy Integration in Strike Warfare.* Santa Monica, CA: RAND Corporation, 2007. [5]

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Macloud, Jeffrey D. *Joint Air Mission Commanders and Time Sensitive Targets*. Fort Leavenworth, KS: School of Advanced Military Studies, USACGSC, 2005. [1]

Martin, Jerome V. *Victory from Above: Air Power Theory and the Conduct of Operations Desert Shield and Desert Storm*. Maxwell AFB, AL: Air University Press, 1994. [2]

Moskal, Leonard S. *Effective Planning of Joint Air Operations*. Fort Leavenworth, KS: School of Advanced Military Studies, USACGCC, 1996. [3]

Mullendore, Lauren G. *The Future of the Joint Air Attack Team in the Air-Land Battle*. Maxwell AFB, AL: Air University Press, 1989. [3]

Operational Plans and Interoperability Directorate, J-7. *Joint Force Employment Air Operations*. [1]

Robinson, C. William. *AirLand Battle Tactics: An Analysis of Doctrine and Experience*. Fort Leavenworth, KS: School of Advanced Military Studies, USACGSC, 1994. [3]

Schultz, Richard H., Jr. and Robert L. Pfaltzgraff, Jr. *The Future of Air Power in the Aftermath of the Gulf War*. Maxwell AFB, AL: Air University Press, 1992. [1]

United States Joint Forces Command. *The JOE, Joint Operating Environment, 2010*. Norfolk, VA: USJFC, 2010. [1]

United States Joint Forces Command. *Joint Operating Environment: Trends and Challenges for the Future Joint Force through 2030*. Suffolk, VA: USJFC, 2007. [1]

Wills, Craig D. *Air Power, Afghanistan, and the Future of Warfare: An Alternative View*. Maxwell AFB, AL: Air University Press, 2006. [6]

Woods, John D. *Joint Air Operations: Integration of MAGTF Aviation into the Theatre Air War*. Maxwell AFB, AL: Air University Press, 1984. [3]

Here are the directions for accessing files in ezproxy. Note that you will not be able to link directly from the Syllabus and will need to go directly into <http://ezproxy.apus.edu>.

Adobe Reader is required to view these files. If you do not have this software, please log onto www.adobe.com to download the free reader.

You will need to log-in to each link with your student/faculty ID and password. You must be logged in to your campus page to access the links. Please report any issues to ECM@apus.edu.

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http://ezproxy.apus.edu/login?url=http://ebooks.apus.edu/MILS635/woods-jt_air-1994.pdf

http://ezproxy.apus.edu/login?url=http://ebooks.apus.edu/MILS635/bradley-jt_air_maritime-1985.pdf

http://ezproxy.apus.edu/login?url=http://ebooks.apus.edu/MILS635/bradley-jt_air_maritime2.pdf

http://ezproxy.apus.edu/login?url=http://ebooks.apus.edu/MILS635/bradley-jt_air_maritime3.pdf

http://ezproxy.apus.edu/login?url=http://ebooks.apus.edu/MILS635/bullock-jt_intel-1989.pdf

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<http://ezproxy.apus.edu/login?url=http://ebooks.apus.edu/MILS635/Airland Battle Tactics.pdf>
<http://ezproxy.apus.edu/login?url=http://ebooks.apus.edu/CopyrightNotice.pdf>
<http://ezproxy.apus.edu/login?url=http://ebooks.apus.edu/E-book FAQs.docx>

RECOMMENDED READING AND RESEARCH SOURCES:

Note: Excellent resources for crafting Research Papers and Short Essays. They are readily available from libraries, through InterLibrary Loan or by purchase.

Cooling, Benjamin F. *Case Studies in the Development of Close Air Support*. Washington, DC: Center for Air Force History, 1990.

Olsen, John Andreas, ed. *A History of Air Power*. Washington, DC: Potomac Books, 2010.

Putney, Diane T. *Air Power Advantage Planning the Gulf War Air Campaign 1989–1991*. Washington, DC: Center for Air Force History, 2003.

Schlight, John, *Help from Above: Air Force Close Air Support of the Army 1946-1973*. Washington, DC: Air Force History and Museums Program, 2003.

Tripp, Robert S. et al. *A Framework for Enhancing Airlift Planning and Execution Capabilities within the Joint Expeditionary Movement System*. Santa Monica, CA: RAND Corporation, 2006.

United States, Joint Chiefs of Staff, Operational Plans and Interoperability Directorate. Planning Systems Division. *Joint Operation Planning and Execution System Procedures Description*. Washington, DC: The Joint Staff, 1989.

Winnefeld, James A., and Dana J. *Joint Air Operations: Pursuit of Unity in Command and Control, 1942-1991*. Annapolis, MD: Naval Institute Press, 1993.

OPTIONAL RESOURCES (Recommended):

- Marius, Richard, and Melvin E. Page. *A Short Guide to Writing about History*, 6th ed. New York: Longmans, 2007.
- *The Chicago Manual of Style*, 15th ed. Chicago: University of Chicago Press, 2003.
- Turabian, Kate L. *Manual for Writers of Term Papers*, 7th Edition. Chicago: University of Chicago Press, 2007. Purchase is highly recommended.
- Turabian Citation Guide Online
http://www.press.uchicago.edu/books/turabian/turabian_citationguide.html

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RESOURCES/RUBRICS/COURSE FOLDERS:

Course Folders address key elements of the course and provide additional guidance. They provide the RUBRICS that govern the individual assignments and provide a handy reference guide. The Course Folders are found in RESOURCES. They include:

- Course Folder #1 – Research Papers
- Course Folder #2 – Short Essays
- Course Folder #3 – FORUMS/Discussion/Class Participation
- Course Folder #4 – Writing Expectations
- Course Folder #5 – Short Essay Topics
- Course Folder #6 – Writing Rubrics
- Course Folder #7 – Readings

RESOURCES/COURSE LECTURES:

In RESOURCES, you will find a number of Course *Lectures*. These are short pieces, sometimes containing PowerPoint slides of images as well as text of varying length that address important aspects of Air power in Joint Warfare. These are of considerable assistance in framing your forum responses and are useful in providing additional perspectives on the most important aspects and themes of the course. The Folders are labeled by a short title as to the subject matter and are in no particular order, chronologically or thematically. However, the Folder Title tells you exactly what topic is addressed. Note that these Lectures supplement, not replace, the course readings/material. Please consult the Lectures as you make your way through the course. Since in online education, we try to replicate the traditional classroom experience as best as possible, the Lectures provide a variation of the traditional lecture experience, albeit not the live format. Many of these lectures have been generated from the fine work of previous students as well as from the professor, so this course truly reflects not only faculty, but also student input and high-level analytical thinking. Additionally, you will find references to useful historical and analytical works and they thus provide a good guide to appropriate sources for your Short Essays and Research Papers.

ASSIGNMENTS/EVALUATION PROCEDURES/GRADING STANDARDS: See Resources/Assignments for details of all the course assignments, evaluations information and grading issues.

Policies:

Please see the [Student Handbook](#) to reference all University policies. Quick links to frequently asked question about policies are listed below. For policies, including drop/withdrawal, grading, and disability, refer to the vertical toolbar and click “Policy.”

Writing Expectations – See **RESOURCES** - Course Folder #4 for Writing Expectations and Course Folder #6 for Writing Rubrics.

All assignments for the School of Security and Global Studies (papers, essays, exams, and Forums) must follow the Chicago Style Manual guidelines. Refer to Kate Turabian, *A Manual for Writers of Research Papers, Theses, and Dissertations*, 7thed. Chicago: University of Chicago Press **Citations will follow traditional endnote or footnote attribution. Do not use parenthetical (MLA) variation.**

See the following site for additional information:

http://www.press.uchicago.edu/books/turabian/turabian_citationguide.html.

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All written submissions should be submitted in Times New Roman 12 pt font with 1” margins, typewritten in double-spaced format, using MS Word *only*. Submissions in any other format will be returned for reformatting into MS Word. Also, do *not* copy any written assignment into the assignment textbox—always attach it to the assignment submission as I am required by school policy to review the submission and provide feedback comments directly on the electronic version of the paper. If you copy the assignment into the textbox, I will return it to you ungraded for formatting into a MS word document for resubmission. Graduate-level work is expected to be free of grammar, usage, and style errors.

It is very important that students are aware of and comply with the APUS policy on plagiarism in the Student Handbook. To find the plagiarism policy, go to the vertical toolbar in the classroom and click “Policy”.

Late Assignments

Students are expected to submit classroom assignments by the posted due date and to complete the course according to the published class schedule. The standard for the School of Security and Global Studies for late assignments is a penalty of five percent per day.

As adults, students, and working professionals I understand you must manage competing demands on your time. Should you need additional time to complete an assignment please contact me before the due date so we can discuss the situation and determine an acceptable resolution. Routine submission of late assignments is unacceptable and may result in points deducted from your final course grade.

Netiquette

Online universities promote the advance of knowledge through positive and constructive debate--both inside and outside the classroom. Discussions on the Internet, however, can occasionally degenerate into needless insults and “flaming.” Such activity and the loss of good manners are not acceptable in a university setting--basic academic rules of good behavior and proper “Netiquette” must persist. Remember that you are in a place for the fun and excitement of learning that does not include descent to personal attacks, or student attempts to stifle the discussion of others.

- **Technology Limitations:** While you should feel free to explore the full-range of creative composition in your formal papers, keep e-mail layouts simple. The Educator classroom may not fully support MIME or HTML encoded messages, which means that bold face, italics, underlining, and a variety of color-coding or other visual effects will not translate in your e-mail messages.
- **Humor Note:** Despite the best of intentions, jokes and--especially--satire can easily get lost or taken seriously. If you feel the need for humor, you may wish to add “emoticons” to help alert your readers: ;-), :), ☺

Course Extension Policy

To apply for an extension, go to the vertical toolbar and click “Policy.” The student must have successfully completed at least 50 percent of the already-assigned coursework. The student shall have an overall passing grade in the course for which an extension is being requested. For this course, the 50 percent mark occurs in Week Six after submission of the two Short Essays and at least four of the Discussion Forums.

EVALUATION VALUES: APUS Grading Scale: See LINKS/Policy/Grading; For Graduate Writing Rubrics, see RESOURCES/Course Folder #6.

<u>Graded Instruments:</u>	<u>% Final Grade</u>
Short Essay #1	15%

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Short Essay #2	15%
Research Paper Proposal	6%
Final Research Paper	40%
Forum #1 – Intro/Bio	4%
Forum #2	4%
Forum #3	4%
Forum #4	4%
Forum #5	4%
Forum #6	4%
Forum #7	4%
Forum #8 – Final Comments	4%
TOTAL	100%

Weekly Course Outline:

<u>Week</u>	<u>Topic(s)</u>	<u>Learning Objective(s)</u>	<u>Reading(s)</u>	<u>Assignment(s)</u>
1 Apr 1-7	Joint Air Power Context	<p>Scope: This lesson establishes the context of the joint air warfare environment and introduces some basic concepts.</p> <p>Objectives: Upon completion of this lesson, the student will be able to:</p> <p>LO-1) Comprehend the dynamics of the joint air warfare environment in modern warfare (CO # 1,2,3,4,5,6,7);</p> <p>LO-2) Summarize an argument in favor of the need for jointness in the modern air war environment (CO# 2,3,7).</p>	<p>Required Readings:</p> <p>Davis, <i>Introduction, Chapter 1</i>; Kent, <i>All</i>; JP-3 Joint Operations (scan as needed)</p> <p>NOTE: See LESSONS for a listing of lectures associated with each weekly topic. The lectures are located in RESOURCES.</p>	Post Brief Biography and Academic Goals Statement to Forum #1
2 Apr 8-14	Goldwater-Nichols and the Trend Towards Jointness	<p>Scope: Air operations in modern warfare began with the First World War (WWI), 1914-18 and the advent of the airplane as an effective instrument of war. Joint air warfare began immediately as air forces were used in support of the land battle, specifically, reconnaissance, artillery spotting, and intelligence gathering. Air power in support of the land battle and the development of the tactics of Close Air Support (CAS) matured in the Second World War (WWII), 1939-45. But, in the conflicts in East Asia and other Cold War proxy conflicts of the 1970s and 1980s, it became clear that the Services did not</p>	<p>Required Readings:</p> <p>Goldwater-Nichols Act, <i>All</i>; Mullendore, <i>All</i>; Robinson, <i>All</i>; Johnson, Michael H. <i>All</i>; Hamilton. <i>All</i>.</p>	<p>Send Professor a message with proposed Short Essay Topics</p> <p>Research Paper Proposal</p> <p>Forum #2</p>

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		<p>operate jointly in a smooth and seamless fashion as hoped in the national defense reorganization of 1947. Thus, in 1896, Congress passed the Goldwater-Nichols legislation, which reformed the Joint Chiefs of Staff and imposed more joint procedures and doctrine on the individual services. This lesson addresses the particulars of the Goldwater-Nichols Act and the ramifications for jointness.</p> <p>Objectives: Upon completion of this lesson, the student will be able to:</p> <p>LO-1) Analyze the dynamics of CAS in WWII and the east Asian wars of the Cold War period in terms of the lack of jointness in air operations (CO #1,2,3,4,5,7).</p> <p>LO-2) Analyze the critical importance of the Goldwater-Nichols Act in terms of forcing the individual Services towards more jointness, particularly cooperation and execution of joint air operations and doctrine (CO #1,2,3,4,5).</p>		
<p>3 Apr 15-21</p>	<p>31 Initiatives</p>	<p>Scope: This lesson covers the evolution of the doctrine of joint air power in support of the AirLand Battle and specifically addresses the 31 Initiatives, a series of formal agreements between the United States Army (USA) and United States Air Force (USAF) as the CAS doctrine matured and evolved.</p> <p>Objectives: Upon completion of this lesson, the student will be able to:</p> <p>LO-1) Comprehend the major features of the 31 Initiative agreements (CO #1,2,3,5,7);</p> <p>LO-2) Analyze the importance of joint air power as expressed by the 31 Initiatives agreements (CO #2,3,5).</p>	<p>Required Readings:</p> <p>Davis, <i>All</i>; Johnson, Davis E. <i>Begin Reading.</i></p>	<p>Forum #3</p>
<p>4 Apr 22-28</p>	<p>The Maritime</p>	<p>Scope: This lesson covers the dynamics of the integration of the naval and maritime Services into the joint warfare environment, especially seabased United States Navy (USN) aviation and United States Marine Corps (USMC) CAS in power projection ashore. Areas to be highlighted include a case study of the USAF maritime</p>	<p>Required Readings:</p>	<p>Forum #4</p>

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	<p>Joint Air Warfare Environment</p>	<p>operations, joint operations against the Soviet Union in the Cold War, carrier-based operations in support of joint expeditionary forces, and the integration of USMC MAGTF aviation into the theatre air war, and the problems of joint intelligence in support of maritime-based air power. The issue of supporting Joint Expeditionary Operations ashore from the US Navy's Seabasing capability is also addressed.</p> <p>Objectives: Upon completion of this lesson, the student will be able to:</p> <p>LO-1) Comprehend the major features of naval and maritime joint air warfare doctrine (CO #1, 2,3,4,5,7);</p> <p>LO-2) Analyze the importance of joint air power over the entire battlespace spectrum of air, land, and sea (CO #2,3,4,5,6,7);</p> <p>LO-3) Analyze the dynamics of the USN seabasing concept and how it supports operations ashore (CO #2,3,5).</p>	<p>Bradley, <i>All</i>; Bullock, <i>All</i>; Cioppa, <i>All</i>; Emanuel, <i>All</i>; Woods, <i>All</i>;</p>	<p>Short Essay #1</p>
<p>5 Apr 29 – May 1</p>	<p>The Joint Environment</p>	<p>Scope: This lesson covers the dynamics of the AirLand battle with particular emphasis on USA and USAF doctrine and the compatibility issues generated by differing Service doctrine. Additionally, this lesson addresses the Joint Air Attack Team (JAAT) concept as a force multiplier in the AirLand battle that matured in the 1990s as well the development of centralized air command and control (C2), particularly in light of differing Service C2 doctrine for air operations. A general introduction to the modern joint warfare planning environment is also inherent to the lesson.</p> <p>Objectives: Upon completion of this lesson, the student will be able to:</p> <p>LO-1) Comprehend the major events in the evolution of the AirLand concept with emphasis on the different Service doctrine for the employment of air power (CO #2,3,5,7);</p> <p>LO-2) Analyze the evolution of air power doctrine in the joint AirLand battle concept (CO #2,3,5,7);</p>	<p>Required Readings:</p> <p><i>JP 5-0 - Joint Operation Planning, 11 AUG 2011</i> (scan as necessary); Macloud, <i>All</i>; Mullendore, <i>All</i>; <i>Joint Operating Environment, 2010</i>, <i>All</i></p>	<p>Forum #5</p>

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		LO-3) Analyze the problems of C2 inherent in the differing Service doctrines (CO #2,3,5,7).		
6 May 6-12	Joint Air Power Planning and Execution	<p>Scope: This lesson provides a look at all the issues inherent in the planning and execution of joint air power operations in modern air warfare. Additionally, it addresses issues such as the Joint Task Force (JTF) planning environment as well as the C4 aspects of joint planning, operations and execution.</p> <p>Objectives: Upon completion of this lesson, the student will be able to:</p> <p>LO-1) Summarize the major features of joint air planning and operational execution in modern war (CO # 2,3,5);</p> <p>LO-2) Analyze the nature of joint air power with particular regard to differing Service doctrine, joint planning and execution, C4, and, doctrine designed to overcome problems in prosecuting joint air warfare (CO # 2,3,5).</p>	<p>Required Readings:</p> <p><i>JP-5-0 Joint Operation Planning, 11 AUG 2011</i> (scan as necessary);</p> <p><i>JP 6-0 Joint Communications System, 10 JUN 2010</i> (scan as necessary);</p> <p>Moskal, <i>All. Joint Force Employment Air Operations, All;</i></p> <p><i>JP-3-30 Command and Control for Joint Air Operations</i> (scan as necessary)</p>	<p>Forum #6</p> <p>Short Essay #2</p>
7 May 13-19	Jointness Coming Together: Desert Shield/Desert Storm, 1990-91; Small Wars – Operations Enduring Freedom and Iraqi Freedom	<p>Scope: This lesson covers the full employment of joint air power operations and planning in the first Persian Gulf War (Desert Shield/Desert Storm) of 1990-91 against Iraq and the small, regional wars of the 21st century in Iraq and Afghanistan. The lesson addresses the problems inherent in joint and combined coalition air operations in support of the land battle and the emerging concept of the massive air attack preceding the main land offensive as a way of setting the battlefield. Additionally, the dynamics of joint and combined air operations in support of the land battle once that becomes the major area of conflict are also analyzed.</p> <p>This lesson also addresses joint and combined air planning and operations in the 21st century with an analysis of the dynamics of joint air power in “small wars” where the United States and coalition partners face non-conventional, irregular or insurgency opponents, groups often charged by ethnic or religious radical fundamentalism. Terror, intimidation, and</p>	<p>Required Readings:</p> <p>Johnson, <i>Learning Large Lessons, pp. 1-64;</i></p> <p>Lambeth, <i>pp. 1-98;</i></p> <p>Wills, <i>begin Reading;</i></p> <p>Schultz, <i>All;</i></p> <p>Martin, <i>All</i></p>	<p>Forum #7</p>

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		<p>assaults on vulnerable civilians are the weapons of these sub-state actors and non-military persons are often targets of the irregular warfare forces. The key is how do the United States, local governments and coalition partners win the battle for “hearts and minds” in this non-traditional warfare environment and what role does joint air power play in this endeavor.</p> <p>Objectives: Upon completion of this lesson, the student will be able to:</p> <p>LO-1) Comprehend the major events in the planning and execution of joint air operations in the first Persian Gulf War and Operations Iraqi Freedom and Enduring Freedom in Iraq and Afghanistan (CO# 1,2,3,4,5,7);</p> <p>LO-2) Analyze the effectiveness and execution of joint planning and execution of air operations in each conflict (CO# 1,2,3,4,5,7);</p> <p>LO-3) Analyze the role of joint and combined air power in non-traditional warfare environments (CO# 1,2,3,4,5,7).</p> <p>LO-4) Analyze the critical importance of strategic leadership in the development and execution of joint air operations and doctrine (CO #1,7).</p>		
<p>8 May 20-2600</p>	<p>Joint Air Power in the 21st Century</p>	<p>Scope: This lesson analyzes the dynamics of air power in general in the early 21st century, whether joint, combined or single Service. This lesson addresses dynamics of conducting “small wars” through the use of air power as well as inherent problems in how to employ air power in a non-conventional warfare environment. Additionally, it examines a critical aspect of the future of air power – the space domain – and provides some perspectives on how air power may look in future conflicts.</p> <p>Objectives: Upon completion of this lesson, the student will be able to:</p> <p>LO-1) Summarize the major dynamics of air power in a non-traditional or non-conventional warfare environment such as</p>	<p>Required Reading:</p> <p>Wills, <i>Conclude Reading</i>; Johnson, <i>Learning Large Lessons, Conclude Reading</i>; USJFC, <i>JOE Trends and Challenges 2030, All</i>; Chavez, <i>All</i></p>	<p>Research Paper</p> <p>Forum 8 Final Comments</p>

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		<p>“small wars” (CO #1,2,3,4,5,6,7);</p> <p>LO-2) Analyze the role of air power in future conflicts (CO #1,2,3,4,5,6,7).</p>		
Policies				

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